

आप बैठिए। आप मुझसे बात करके आए हैं। ... (व्यवधान)... आप बैठिए। ... (व्यवधान)... कॉर्टिकल्ड पर नहीं जाएगा। ... (व्यवधान)...

सदन की कार्यबाही 15 मिनट के लिए स्थगित की जाती है।

The House then adjourned at four minutes past eleven of the clock.

The House reassembled at twenty one minute past eleven of the clock

ORAL ANSWERS TO QUESTIONS

Shortage of teachers in schools

*61. DR. GYAN PRAKASH PILANIA:

SHRI LALIT KISHORE CHATURVEDI:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) what is the total shortage of teachers in Primary to Higher Secondary, Group-wise, in Government Schools in India as a whole, State-wise, and Rajasthan in particular as on date;

(b) whether the National Institute of Educational Planning and Administration has submitted any report in this context;

(c) if so, the details thereof;

(d) whether Government have taken any measures to do away with the shortage of teachers in schools;

(e) if so, by when the shortage of teachers is likely to be met; and

(f) what is teacher-student ratio at present and how does it compare with the ideal ratio?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI ARJUN SINGH): (a) to (f) A Statement is laid on the Table of the House.

[†]The question was actually asked on the floor of the House by Dr. Gyan Prakash Pilania.

Statement

(a) to (f) Data compiled by National Institute of Educational Planning and Administration (NIEPA), based on the District Information System of Education (DISE), 2005 indicates a Pupil Teacher Ratio of 1:41 for primary level and 1:35 for upper primary level against a national norm of 1:40. This report only covers data on elementary education.

The Working Group Report on Elementary and Adult Education for the Xth Five Year Plan set up by the Planning Commission, projected a requirement of 10.66 lakh additional teachers. 10.12 lakh teacher posts have been sanctioned by Government of India under the Sarva Shiksha Abhiyan (SSA) programme upto 2006-07.

State-wise Pupil Teacher Ratios and sanctions of teachers under the SSA so far, including Rajasthan, is given in Statement-I.

Statement-I

Sl. No.	States/UTs	PTR 2005		Total Teachers sanctioned so far
		Primary	Upper Primary	
1	2	3	4	5
1.	Andaman & Nicobar	N.A.	N.A.	63
2.	Andhra Pradesh	26.29	23.08	36300
3.	Arunachal Pradesh	24.93	24.13	2924
4.	Assam	31.88	18.36	5410
5.	Bihar	79.95	80.84	184081
6.	Chandigarh	25.11	24.13	785
7.	Chhattisgarh	40.94	37.87	50786
8.	Dadar & Nagar Haveli	N.A.	N.A.	750
9.	Daman & Diu	N.A.	N.A.	66
10.	Delhi	35.27	30.16	20
11.	Goa	N.A.	N.A.	195
12.	Gujarat	36.24	37.19	1848
13.	Haryana	44.05	25.63	6104

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1	2	3	4	5
14.	Himachal Pradesh	21.80	20.01	2994
15.	J&K	18.72	21.66	16976
16.	Jharkhand	54.58	54.12	83709
17.	Karnataka	33.47	36.57	16395
18.	Kerala	24.29	23.18	248
19.	Lakshadweep	N.A.	N.A.	13
20.	Madhya Pradesh	36.69	31.34	90477
21.	Maharashtra	28.26	28.42	1236
22.	Manipur	N.A.	N.A.	123
23.	Meghalaya	20.90	16.51	6543
24.	Mizoram	N.A.	N.A.	898
25.	Nagaland	14.25	14.44	168
26.	Orissa	38.33	40.09	64734
27.	Pondicherry	24.17	25.89	30
28.	Punjab	35.30	23.52	3070
29.	Rajasthan	38.43	35.31	86516
30.	Sikkim	15.89	19.84	468
31.	Tamil Nadu	39.24	47.88	18866
32.	Tripura	22.41	22.02	3311
33.	Uttar Pradesh	76.97	47.04	233583
34.	Uttaranchal	31.39	20.34	4532
35.	West Bengal	50.06	64.45	87881
TOTAL/ALL INDIA		41.50	35.00	1012103

N.A.—Not Available

DR. GYAN PRAKASH PILANIA: Sir, my submission is that the reply is incomplete. I had specifically asked for the number of teachers short at three levels—primary, secondary and higher secondary. That has not been given in the reply. I had also asked for pupil-teacher ratio at these

three levels; that has not been given. I had also enquired about the ideal ratio of pupil and teacher, but that has also not been mentioned. That is the crux of the problem and that is the touch-stone on which all these statistics shall be examined.

मानव संसाधन विकास मंत्रालय में राज्य मंत्री (श्री मोहम्मद अली अशरफ फातमी) : सर, यह जो सवाल आपने पूछा था, हमने अपने उत्तर के अंदर तफसील से बताया है कि नैशनल लैबल पर हर 40 बच्चों पर एक टीचर का होना कंपल्सरी है। हमने जो डाटा आपको ऐवेलेबल करवाया है, यह सिर्फ प्राइमरी और अपर-प्राइमरी लैबल का है क्योंकि नीपा सिर्फ प्राइमरी एवं अपर-प्राइमरी लैबल पर ही सर्वे करती है और उसकी रिपोर्ट देती है। जहां तक सैकंडरी एजुकेशन का सवाल है, उसका डाटा स्टेट्स के पास ही होगा, हमारे पास उसका कोई डाटा उपलब्ध नहीं है। हमारे पास पूरे पीटीआर और पूरे कंट्री लैबल का डाटा उपलब्ध है, उसके अनुसार हर 41 छात्र-छात्राओं पर एक टीचर ऐवेलेबल है। Within the parameter हमें जो नैशनल लैबल पर होना चाहिए, हम उसके बहुत करीब हैं, हालांकि कुछ राज्य इसमें पीछे हैं, जैसे बिहार, झारखण्ड, यूपी और पश्चिमी बंगाल। आपने खास तौर पर राजस्थान का जिक्र किया है, वहां पर it is well in the limit, ऐसी कोई मुश्किल वहां पर नहीं है।

DR. GYAN PRAKASH PILANIA: Sir, whatever is given in the reply is obvious to us. The hon. Minister is repeating the same. If he didn't have figures with him, I think it was his duty to collect them from the States and give them to this august House. It is no reply that since we do not have figures, we cannot say. The crux of the problem is that there is such a huge shortage of 10.66 lakhs. I had specifically asked by when these vacancies will be filled. It is not a small shortage. What is the ideal ratio of pupil and teacher and who had decided it? How would you correlate it with the absenteeism of teachers and the consequent drop-out of students? It is a very vital and inter-connected problem and there should be a very specific reply to this.

SHRI MD. ALI ASHRAF FATMI: Sir, Working Group Report of Elementary and Adult Education estimated in the Tenth Five Year Plan कि 10.66 लाख टीचर्स की जरूरत हिन्दुस्तान के अंदर है जिसमें से सर्व शिक्षा अभियान में 10.12 लाख टीचर्स ऑलरेडी स्टेट्स को सैक्षण कर दिए गए, जिसमें राजस्थान को भी 86516 हमने सैक्षण किए हैं एसएसए० के अंदर, जिसमें बेलैंस 54620 का अपोइंटमेंट होना बाकी है।

DR. GYAN PRAKASH PILANIA: Sir, I have not raised the question of Rajasthan at all.

श्री ललित किशोर चतुर्वेदी: धन्यवाद सभापति महोदय। मैं माननीय मंत्री महोदय से निवेदन करना चाहता हूँ कि एक तो यह बताने की कृपा करें कि राजस्थान जो एक पिछड़ा प्रदेश है लिटरेसी की दर से बहुत पीछे था, सन् 2003 तक कितने शिक्षकों की कमी थी, बैकलोग क्या था? लगातार प्रयत्नों के बावजूद लिटरेसी बढ़ती चली जा रही है, अच्छे स्थान पर प्राप्त हो रही है। आगामी वर्षों में भी वह लिटरेसी बढ़ेगी, अध्यापकों की आवश्कता उसी अनुसार होगी। आपने यह बात तो कही है कि 86516 पद स्वीकृत कर दिए, जिसमें कुछ भाने बाकी हैं, किन्तु मैं आपसे यह पूछना चाहता हूँ कि जिस नाते से लिटरेसी में एक बैकवैर्ड प्रदेश को अग्रिम पंक्ति में लाने की कोशिश की जा रही है, उसके आगे आने वाले विषय में उन शिक्षकों की भरती करने में आपकी क्या योजना है? इसी के साथ मैं यह भी पूछना चाहता हूँ कि सरकार ने सर्वशिक्षा अभियान में जो सरचार्च लगाया है, यह सरचार्ज क्या उसी योजना का अंग है जो योजना आपने स्वीकृत की है या एडीशन है, क्योंकि सरचार्ज के पीछे की भावना यह है कि सर्वशिक्षा अभियान के अन्तर्गत आप शिक्षा को बढ़ावा देना चाहते हैं और अध्यापक नियुक्त करना चाहते हैं। कृपया इसको भी बताने की कृपा करें।

श्री मोहम्मद अली अशरफ फातमी: सर, राजस्थान का जो पीपुल टीचर्स रेशो है वह 140 के अंदर है, अलबत्ता कुछ डिस्ट्रिक्ट राजस्थान के ऐसे हैं जहां जो पीटीआर है उसमें कमी है, जैसे बाड़मेर, घौलपुर, जालौर और सिरोही। इन चार जिलों में पीपुल टीचर्स रेशो 40 से ज्यादा है। जहां तक टीचर्स के अपोइंटमेंट करने का सवाल पैदा होता है, जितनी संख्या मैंने बताई है उतने टीचर्स दे दिए गए हैं। यह उनकी जिम्मेदारी है कि जितने भी टीचर्स रिक्वार्ड हैं या जितने हमने सैब्शन किए हैं, उनको जल्द से जल्द अपोइंटमेंट करें ताकि वहां पर बच्चों की तालीम हो सके।

श्री ललित किशोर चतुर्वेदी: यह तो आप अपने जवाब का रेपिटिशन् कर रहे हैं। माननीय महोदय, मैंने दो स्पेसिफिक सवाल किए हैं।

श्री मोहम्मद अली अशरफ फातमी: जहां तक सवाल पैदा होता है अपोइंटमेंट करने का, वह जिम्मेदारी स्टेट की है।

श्री ललित किशोर चतुर्वेदी: यह मैं जानता हूँ।

श्री मोहम्मद अली अशरफ फातमी: हम टीचर्स सैब्शन करते हैं, हम उसको मॉनिटर करते हैं तथा हम उनके ऊपर दबाव भी डालते हैं कि आप टीचर्स जल्द से जल्द अपोइंटमेंट करें ताकि स्कूलों के अंदर टीचर्स की कमी न रहे और बच्चे ठीक तरह से पढ़ सकें।

SHRI RAM JETHMALANI: Sir, it is well known that the quality of a civilisation is measured by the respect which you offer to teachers in the country. Sir, there is a famous quip by Oscar Wilde that those who are incapable of learning have taken to teaching. Now, Sir, I would like the

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hon. Minister to tell us—he has talked of shortage of teachers—whether he has ever calculated the shortage of qualified teachers. If the hon. Minister calculates that shortage by setting some reasonable standard of qualification, he will find that it will practically come down to zero. Therefore, I want to ask whether he has also found that because teachers are made to live in honourable poverty—they are not provided with proper emoluments—good teachers are not attracted to your school system at all. Has the hon. Minister done anything to remedy this great defect?

SHRI ARJUN SINGH: I am grateful to the hon. Member for focussing the attention on this issue. I won't be able to quote Oscar Wilde, or, for that matter, anybody else, but the fact remains that the teachers that we have today are certainly not all trained. The States have a problem that the schools are opened but they don't have the trained teachers. So they try to bring in teachers, either on contract basis, or, by so many names that are already known, in the States. That is what we have to address. In this case, because it is a State subject, all that we can do is provide the teachers and the salaries. Now, the process of selection is entirely for all the States Government to undertake. We will help to the extent possible, and, I agree with the hon. Member that it is the trained teachers who matter and that number is short.

WELCOME TO PARLIAMENTARY DELEGATION FROM MOROCCO

MR. CHAIRMAN: Hon. Members, I have an announcement to make. We have, with us, seated in the special box, Members of a Parliamentary Delegation from Morocco, currently on a visit to our country, under the distinguished leadership of His Excellency Mr. Abdelwahad Radi, President of the House of Representatives of Morocco. On behalf of the Members of this House and my own behalf, I take pleasure in extending a hearty welcome to the Leader and other Members of the Delegation, and, wish our distinguished guests, an enjoyable and fruitful stay in our country. We hope that during their stay here, they would be able to see and learn more about our Parliamentary system, our country and our people, and, that their visit to this country will further strengthen the friendly bonds that exist between India and Morocco. Through them, we convey our greetings and best wishes to the Parliament and the friendly people of Morocco.

ORAL ANSWERS TO QUESTIONS—Contd.

SHRI C. RAMACHANDRAIAH: Sir, it is an important question that has been raised in this august House. Not only the qualified teachers but the basic infrastructure also is lacking in the schools. According to the survey conducted by National Institute of Education, Planning and Administration on 'Infrastructure in Elementary Education', in five States of the country, around 35,449 schools do not have schools building, and in Andhra Pradesh, this number is 5,340. Whether the Government has got any time-bound plan to complete these school buildings, which is one of the basic necessities for imparting education.

Secondly, there is a wide variance between the quality of education that is being imparted in the Government schools and the private schools, and, it has got a tremendous effect on the careers of the job seekers. Is there any plan of the Government to minimise this variance?

SHRI ARJUN SINGH: Sir, I would like to inform the hon. Member that the plan to eliminate all those schools where there are no buildings is part of the *Sarva Shiksha Abhiyan*, and, we have overcome a fairly sizable backlog. I can't say that we have succeeded in eliminating all schools but, I think, by the end of the Eleventh Plan, this problem will cease to exist in India because all the States are fully cooperating in this programme. I have no complaint against any State. If there is a procedure that is holding up things, like there are court cases, that is another thing. So far as public schools and private schools are concerned, I think, the law of the land is such that I cannot stop any public school from functioning. All that we can try to do is raise the standard of Government schools, and, it is part of the effort that is going on.

SHRI C. RAMACHANDRAIAH: That is what is needed.

SHRI ARJUN SINGH: Yes, I agree.

SHRI SHANTARAM LAXMAN NAIK: Sir, incidents of corporal punishment being meted out by teachers are increasing in the country. During ancient times, things were restricted to beating by canes at the maximim, but now-a-days, the assaults, which are made on the students, are very, very fatal, and as a result of these kinds of harsh corporal punishment given to the students, families of the students suffer a lot. So, what steps do you propose to take in this connection?

श्री मोहम्मद अली अशरफ फातेही: सर, ऐसी कोई शिकायत अगर हम लोगों के पासी आती है तो उस पर हम लोग एक्शन लेते हैं। अब ऐसी बहुत कम शिकायतें आ रही हैं कि टीचर्स बच्चों को क्लास में मारते होंगे।

श्री सभापति: प्रश्न संख्या 62।

प्रो॰ राम देव भंडारी: सर, यह बहुत इम्प्रोटेंट क्वेश्चन है।

श्री सभापति: आगे भी इम्प्रोटेंट है। उसमें मैं आपको अलाऊ करूँगा।

*62. [The questioner (Shri Tariq Anwar) was absent. For answer vide page 16 *infra*]

Drop-out rate of girl students

***63. SHRI RAJEEV SHUKLA:** Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether it is a fact that number of girl students who drop out of schools at all levels is uniformly and significantly higher than that of boy students;
- (b) whether Government have any scheme underway that seeks to rectify this anomaly;
- (c) if so, the details thereof; and
- (d) if not, the reasons therefor?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) to (d) A statement is laid on the Table of the Sabha.

(a) In 2003-04, the drop-out rates for girl students in the country as a whole at the primary stage (Classes I-V), at elementary stage (Classes I-VIII) and secondary stage (Classes I-X) were 28.6%, 52.9% and 64.9% respectively. At the primary stage, the drop-out rate for girls was lower than that of boys, whereas for elementary and secondary stages, they were higher than that of boys.

(b) to (d) Under Sarva Shiksha Abhiyan, a multi-pronged approach has been adopted for reducing drop-out rates. One set of interventions relates to strengthening of primary and upper primary schools and improving the